

TABLE OF CONTENTS

1.	SCHOOL PHILOSOPHY	1
2.	SCHOOL MISSION STATEMENT	2
3.	PRINCIPAL’S LETTER	3
4.	MADAWASKA HIGH SCHOOL OVERVIEW/GENERAL INFORMATION	4-7
5.	ELECTIVES	8
6.	School Wide Rubrics	9
7.	ACADEMIC EXPECTATIONS/ COURSE DESCRIPTIONS	10-31
	A. Art Courses	10-11
	B. Business Courses	11-13
	C. English Courses	14-15
	D. Health	16
	E. Modern Language Courses	17-18
	F. Mathematics Courses	18-20
	G. Physical Education Courses.....	21-22
	H. Science Courses	22-25
	I. Social Studies Courses	26-29
	J. Fine Arts Courses	29-30
	K. Music Courses	31
8.	ST. JOHN VALLEY TECHNOLOGY CENTER COURSE DESCRIPTIONS ..	32-39
9.	EXTENDED LEARNING (<i>SUMMER SCHOOL</i>)	40-42
10.	REGISTRATION SHEETS (9-12)	43-46





MADAWASKA HIGH SCHOOL

PROGRAM OF STUDIES *2009 - 2010*

PHILOSOPHY

Madawaska High School is committed to the total education of each of its students. We share this responsibility with the family, church, workplace and community. This commitment to a total education will help students become productive citizens while preparing them for the demanding expectations of post secondary education, the military or the work force.

This program of studies is designed to make our students:

1. Clear and effective communicators.
2. Self-directed and life-long learners.
3. Creative and practical problem solvers.
4. Responsible and involved citizens.
5. Collaborative and quality workers.
6. Integrative and informed thinkers.

Students should prepare for their educational future and career with a plan in mind. This Program of Studies is the first step to planning your future educational endeavors and career possibilities. Students, parents, teachers, and guidance personnel are all partners in planning the pathway of your future educational endeavors and career possibilities. In the “World of Work”, where being a “good worker” is no longer an assurance of continued employment, good career preparation serves students in several ways. Students need to be knowledgeable about their talents, to acknowledge their strengths, and to address their weaknesses. Planning your future educational pathways enables students to recognize that challenges present opportunities and that they must be prepared to acquire new skills and new knowledge to take advantage of those upcoming opportunities. Post-high school plans should be made in order to ensure a suitable and academically profitable secondary education. Your guidance counselor is available at all times during the day. For those unable to come during the day, evening appointments with the guidance counselor can easily be arranged by calling 728-3371.

Madawaska Middle/High School

Mission Statement

The Madawaska Middle/High School community is dedicated to providing students the opportunity to participate in a high quality educational experience that will guide them towards the acquisition of the necessary knowledge and tools to succeed in a multifaceted world.

Academic Expectations

Madawaska Middle/High school students will:

READ EFFECTIVELY

SPEAK EFFECTIVELY

WRITE EFFECTIVELY

SOLVE PROBLEMS EFFECTIVELY

RESEARCH EFFECTIVELY



Social Expectations

PRACTICE GLOBAL AND RESPONSIBLE CITIZENRY

- * Interact effectively and respectfully within a diverse community
- * Participate in community through volunteerism and organizations
- * Understand importance of accepting responsibility for personal actions and decisions

Civic Expectations

DEVELOP THE SKILLS OF COLLABORATIVE AND QUALITY WORKERS

- * Establish and complete goals
- * Persist in improving performance and exhibit initiative
- * Demonstrate and share a quality product
- * Work effectively both independently and collaboratively

Dear Students, Parents, and Guardians:

The Program of Studies described in this booklet contains the complete course offerings at Madawaska High School. In addition to MHS offerings, courses are offered to **juniors** and **seniors** at the St. John Valley Technology Center in Frenchville. To further enhance academic offerings, specifically for **juniors** and **seniors**, an Early College Program is also available to those students seeking college knowledge and experience while still in secondary education.

Madawaska High School's staff and administration encourages you to use the information in this booklet to help determine your course selection for the 2009-2010 school year. For advice and direction, we suggest you speak with guidance personnel, administration, and your current teachers. You should develop a rigorous program for entrance into a four-year liberal arts college, two or four year technical institute or vocational school. It is a goal of Madawaska High School to prepare **all** students to continue their education after high school. This continued education may take the form of a four-year college, two- or four-year technical institution, or any other training program designed to prepare you for a specific occupation. Becoming a lifelong learner is crucial for success beyond Madawaska High School and is clearly supported by Maine's Learning Results and Guiding Principles.

With the continuation of block scheduling in the 2009-2010 school year, graduation requirements are set at **24 credits**. All students will need to select courses with a minimum of **7 credits per year**. Past scholastic performance, student interest, and career goals should be considered in the development of a four-year plan which is both rigorous and challenging.

Parents and students are encouraged to contact the school guidance counselor for information and/or help in planning educational and career goals for a successful future.

On behalf of the Madawaska High School staff and administration, I hope you will plan your pathway carefully and keep in mind your educational and career goals. If I can be of any assistance with your course selection, please feel free to contact my office at your convenience.

Sincerely,

Wayne J. Anderson

Wayne J. Anderson
Principal

MADAWASKA HIGH SCHOOL OVERVIEW

Address: 135 Seventh Avenue
Madawaska, ME 04756

School Phone: 728-3371

School Fax: 728-3636

Towns Served: Madawaska, St. David,
and Grand Isle

Graduation Requirements:
24 credits

Student Enrollment: 230

School Board Members:

Yves Dube, Chairperson
Roger Thibodeau, Vice Chair
Paul Cyr
David Morneault
Michael Lavertu

Total Staff: 30

School Year: 182 days

Superintendent of Schools

Michael Wright

Accreditation:

New England Association of Schools & Colleges

Principal: Wayne Anderson

Athletic Affiliation:

Aroostook League & Eastern Maine

Assistant Principal: Don Garon

Vocational Status:

St. John Valley Technology Center

Office Personnel:

Kathy Hennessey
Susan Blanchette

School Colors: Royal Blue, White, and Gray

Special Services Director: Barbara Pineau

Special Services Personnel:

Kim Deschenes

School Mascot: Owl

Guidance Director: Mark Nadeau

Guidance Personnel:

Sonia Tardif

School Web Page:

www.madawaskaschools.org/middle_high/index.cfm

School Nurse: Lynn Wetmore

Athletic Director: Edward Marshall



GENERAL INFORMATION

GRADUATION REQUIREMENTS

All students in **Grades 9, 10, 11, 12** must select a minimum of **7** credits per year.

SUBJECTS	CLASS of 2010	CLASS of 2011	CLASS of 2012	CLASS of 2013	CLASS of 2014
ENGLISH	4	4	4	4	4
MATH *	4	4	4	4	4
SCIENCE **	3	3	3	3	3
SOCIAL STUDIES ***	3	3	3	3	3
PHYSICAL EDUCATION	2	2	2	2	2
FINE ARTS	1	1	1	1	1
COMPUTER PROFICIENCY	1	1	1	1	1
HEALTH	1	1	1	1	1
PERSONAL CAREER MANAGEMENT	1	1	1	1	1
MODERN/CLASSICAL LANGUAGES	1	1	1	1	1
ELECTIVES (over 4 years)	3	3	3	3	3
TOTAL CREDITS REQUIRED FOR GRADUATION	24	24	24	24	24

* Algebra I, Geometry, Algebra II

** Physical Science and Biology (science w/lab)

*** Global Studies, American Government, U.S. History

**** We reserve the right to cancel an offered subject (other than required by state law) if fewer than 10 students are enrolled.**

GRADES AND NUMERICAL EQUIVALENTS

All grades will be recorded by number only

93—100	A
85—92	B
77—84	C
70—76	D
Below 70 is failing	F

SEMESTER GRADING: All grades are done on a semester basis. This means that in any full year course, $\frac{1}{2}$ of a Carnegie unit is earned in one semester and the other $\frac{1}{2}$ in the second semester. Any students failing a required subject shall have to repeat the subject until a passing grade is achieved.

GRADE LEVEL CREDIT REQUIREMENTS

To be promoted from Freshman to Sophomore	A minimum of 6 credits is required.
To be promoted from Sophomore to Junior	A minimum of 12 credits is required.
To be promoted from Junior to Senior	A minimum of 18 credits is required.

The following policies are important when considering a schedule from this Program of Studies:

- 1. Class Standing Ref. Policy IKC**
- 2. Graduation Requirements Ref. Policy IKF**
- 3. External Credit Options Policy Ref. IKFD & IHEDA**

(Please contact the Principal or Superintendent for more information regarding these policies.)

POST-SECONDARY ENROLLMENT OPTIONS

Grades: 11, 12

See policy IKFD (External Credit Options)

The Madawaska School Department encourages its students to develop themselves to their fullest and to pursue educational options that will best prepare them to take their place in society. The intent of this policy is to set the requirement for students' participation and the allowable cost for post-secondary level courses taken before graduating from Madawaska High School. Upon the recommendation of the high school principal, high school guidance counselor, and superintendent of schools, any junior or senior may enroll in certain courses at post-secondary institutions. This policy will allow students from Madawaska High School to earn credits towards graduation by taking courses from public two and four year post-secondary institutions such as the University of Maine System or Community Colleges.

SUMMER SCHOOL ENRICHMENT COURSES

Students may take summer school enrichment courses and receive no more than ½ credit per course. An additional ½ credit for unusual learning experiences/summer programs that warrant more credit may be granted upon review of the work and previous and prior consideration of the endeavor by both the guidance counselor and the principal. Under no circumstances will more than one credit be granted for any one summer learning program. The total number of credits toward graduation, which may be obtained through summer school/tutorial programs whether enrichment or makeup will be two. **Students should meet with their guidance counselor prior to the summer so a determination can be made about the eligibility of the program for credit.**

EARLY COLLEGE PROGRAM AT UMFK/UNIVERSITY OF MONCTON

Early College at UMFK is an enrichment program for high school students sponsored by the University of Maine at Fort Kent/University of Moncton. It is an academic year program, available to students during both the fall and spring semesters. Early College is designed to offer qualified area high school students the opportunity to enroll in selected college courses.

As an enrichment program, Early College at UMFK is intended for advanced high school juniors and seniors. Students are recommended to participate by their guidance counselors. To be considered for the Early College program, students complete an application form. Recommendations from guidance counselors and/or teachers are a required part of the application process.

Students are selected for participation based upon their academic performance in high school and their ability to benefit from the enrichment opportunities present through the Early College program. Emphasis in the selection process will be upon a student's academic record and the recommendations of his or her guidance counselors and teachers. As part of the application process, students and guidance counselors will indicate the Early College course or courses for which a student should be considered.

Application materials and/or more information about the Early College at UMFK program may be obtained by contacting the guidance office.



Specific Requirements—All Students - Fine Arts - 1 Credit - Must be completed for graduation. The following courses will meet your Fine Arts requirement:

Art I	½ Credit
Art II	½ Credit
Ceramics I	½ Credit
Ceramics II	½ Credit
Creative Writing	1 Credit
The Community: Studies, Relations, & Integration	1 Credit
Photography I.....	½ Credit
Photography II.....	½ Credit
Theater.....	1 Credit

ELECTIVES

FULL YEAR

Accounting I
Accounting II
Economics
Art I
Art II
Band
Calculus
Creative Writing
French I
French II
French III
French IV
Intro to Statistics &
Probability
Introduction to Business
Modern Chemistry
Modern Physics
Personal Career
Management
Pre-Calculus &
Trigonometry
Psychology
The Community:
Studies, Relations, &
Integration
Publications
Science III
Sociology
Theater

HALF YEAR

Applied Computers
Business Law
Cold War
Current Events
Photography: B/W &
Digital

ADVANCED COURSES

Advanced Chemistry (1/2 yr.)
Advanced Computers
Advanced Phys. Ed
Anatomy/Physiology (1/2 yr.)

ADVANCED PLACEMENT

AP English Language &
Composition
AP English Literature &
Composition
AP French
AP U.S. History



Madawaska Middle/High School: ***School-Wide Rubrics Implementation***

Madawaska Middle/High School's academic, social and civic expectations identify the school-wide essential learnings that have been established for ALL students as stated in the school's mission. Madawaska Middle/High School utilizes school-wide rubrics to assess every student's level of achievement for each academic expectation and ensures that all students are provided opportunities to practice and achieve the school's academic expectations. The grid below identifies courses and departments that have taken primary (P) responsibility for specific academic expectations in our mission. In addition, students will be exposed to additional practice of the learning expectations in courses where secondary responsibility (S) has been assigned. Teachers in all other courses are encouraged to adjust their curriculum and instructional strategies as they continue to implement the school-wide rubrics to assess student achievement of the school's academic expectations.

	WRITE EFFECTIVELY	SPEAK EFFECTIVELY	READ EFFECTIVELY	SOLVE PROBLEMS EFFECTIVELY	RESEARCH EFFECTIVELY
<i>English 9</i>					P
<i>English 10</i>	P				
<i>English 11</i>			S		
<i>English 12</i>			P		
<i>American Government</i>		P			
<i>Psychology</i>					S
<i>Sociology</i>	S				
<i>Global Studies</i>	P				
<i>Art</i>		S			S
<i>Physical Education</i>			P		
<i>World Languages</i>	S				
<i>Personal Career Management</i>		P			
<i>Computer Apps.</i>					P
<i>Community Studies</i>		S			
<i>Geometry</i>				P	
<i>Health</i>			S		
<i>Physical Science</i>				P	
<i>Intro to Biology</i>			S		
<i>Modern Biology</i>			S		
<i>Chemistry</i>				S	
<i>Science III</i>				S	
<i>Physics</i>				S	

P = Primary Responsibility
S = Secondary Responsibility

ART COURSES

001 – ART I

Grades 9, 10, 11, 12 – Credits: .5

Art I is open to all students and has no prerequisites. This introductory course engages the student with fundamental principles in making art. Importance is placed on what art is, can be, and how it inspires students and contemporary artists to make their work. Inquiry and developing hands on art making skills provide the impetus and focus for students to grasp the understanding that art is a visual language. Emphasis is placed on “value” and “material” use in the disciplines: drawing, painting, mix media, sculpture, and ceramics. Students are encouraged to develop their “intuitive nature” while exploring aspects in art history, art appreciation, aesthetics, art productions, and criticism. The instructor when appropriate gives demonstrations on approach and technique. Critiques are conducted in a supportive atmosphere. Vocabulary comprehension and keeping a journal of assigned periodic entries are expected.

Speak Effectively Rubric (Secondary Implementation)

Research Effectively Rubric (Secondary Implementation)

002 – ART II

Grades 9, 10, 11, 12 – Credits: .5

Art One is the prerequisite course. This course is a continuum of Art I where it further challenges the student to develop and refine their skills and understanding of what art is and can be. Students are encouraged to further expand on their “intuitive nature” by developing “process and technique” when discovering aspects in art history, art appreciation, aesthetics, art production and criticism. Emphasis is placed on “color” and “material” use in the disciplines: drawing, painting, sculpture and ceramics. Connections are made on how the artist and the work they make are a product of life, time and place. For a final project students will submit an original work inspired by an artist of the 19th, 20th or 21st Century accompanied with an artist statement and power point presentation. The instructor when appropriate gives demonstrations on approach and technique. Critiques are conducted in a supportive atmosphere. Vocabulary comprehension and keeping and journal of assigned periodic entries are expected.

Speak Effectively Rubric (Secondary Implementation)

Research Effectively Rubric (Secondary Implementation)

408 – PHOTOGRAPHY I

Grades 10, 11, 12 – Credits: .5

Students will develop the meaning of a “photographic eye” by exploring the importance of fundamental and aesthetic elements in taking an image. Emphasis is placed on photography as an art form- a way of communicating an idea. The course begins with digital shooting then progresses with 35 mm black and white film with use of the dark room. Assignments are “concept and content” based. Critiques are conducted in a supportive atmosphere. Journalism, advertising and the history of photographic technology are introduced to widen an appreciation for the medium’s significance in time and place. Looking at photographs and the photographers who make them acts as an integral component. Vocabulary comprehension and keeping a journal of assigned periodic entries are expected throughout this course.

407 – PHOTOGRAPHY II

Grades 10, 11, 12 – Credits: .5

The advanced student of photography will incorporate, extend and refine the meaning of a “photographic eye” as covered in Photography I. Emphasis is placed on 35 mm shooting, dark room developing/printing and scanner manipulation. Students will explore “approaches” in creating an image while being challenged to develop a “portfolio”. Assignments are “concept and content” based. For a final project students will submit a “concept and content” idea of their own as part of their portfolio with a research paper on a photographer that supports their idea. Critiques are conducted in a supportive atmosphere. Looking at photographs and the photographers who make them acts as an integral component. Vocabulary comprehension and keeping a journal of assigned periodic entries are expected throughout this course.

414 – CERAMICS I

Grades 10, 11, 12 – Credits: .5

Through rudimentary studio practice, students develop an understanding that clay is limitless in its possibilities. The intention is for the student to find their voice through the material while exploring the versatility of clay as a three-dimensional form. Constructing clay using the pinch pot, slab, thrown/alterd, and wheel thrown turning are used with additive and subtractive methods. Contemporary craft artists are explored as inspiration for making work and to gain an appreciation for the medium as a craft form. **Critiques are conducted in a supportive atmosphere. Vocabulary comprehension and keeping a journal of assigned periodic entries are expected throughout this course.**

415 – CERAMICS II

Grades 10, 11, 12 – Credits: .5

This course is a continuum of Ceramics I, where students will further explore the versatility of clay by using their imagination through rudimentary studio practice and techniques of handling the material. Students are encouraged to complete projects that are more ambitious and individualistic in approach. Projects will combine methods of construction that emphasize form, glazing techniques, electric kiln firing, kiln operation, and wheel throwing. Contemporary craft artists are explored as inspiration for making work and to gain an appreciation for the medium as a craft form. **Critiques are conducted in a supportive atmosphere. Vocabulary comprehension and keeping a journal of assigned periodic entries are expected throughout this course.**

BUSINESS COURSES

101--ACCOUNTING I

Grades: 11, 12 --Credits: 1

Students in Accounting I analyze business transactions, record them systematically and determine whether the business had a profit or a loss. Any student who is planning to keep personal records, operate their own business, or work for a firm in the capacity of secretary, accountant, or clerk should enroll in this course. For students pursuing a college degree in the business field, they should take this class their junior year and Accounting II their senior year. Other students may enroll either their junior or senior year.

102--ACCOUNTING II

Grade: 12 --Credits: 1

Accounting II course is a continuation of Accounting I with emphasis on partnerships, corporations, taxes, and payrolls. The practical application of Accounting Principles will be adapted to the personal computer. Spreadsheets will be used to prepare formal reports.

116--COMPUTER APPLICATIONS

Grades: 9, 10, 11, 12 --Credits: 1

Class Size: 18

Learn basic computer commands and formatting skills needed to produce documents, spread sheets, graphs, data base management, and slide presentations. This course fulfills the computer proficiency requirement. Students are encouraged to take this class their freshman year.

Research Effectively Rubric (Primary Implementation)

117--ADVANCED COMPUTERS

Grades: 11, 12 --Credits: 1

This course is highly recommended for students who want to further their knowledge in computers by using advanced techniques in word processing, spreadsheets and database. The student will also learn a desktop publishing program that will help them to create flyers, brochures, booklets and many other useful documents. Another aspect that is covered in greater detail is the PowerPoint program that is used to create slide presentations.

182--APPLIED COMPUTERS

Grades: 11, 12 --Credits: .5

This course is an introductory course to areas not covered in Computer Applications or Advanced Computers. Such areas would include DOS, Windows, Internet, E-Mail Scanners, Desk Top Publishing, and any new technology that arises.

107--INTRODUCTION TO BUSINESS

Grade: 9 recommended --Credits: 1

Class Size: 20

Students study business opportunities and become more aware of the daily contacts in today's business oriented world. To list a few: check writing, advertising, exposure to business machines, traveling, filing, insurance, record keeping through practice sets, budgets, stock market and other areas of student interest.

108--BUSINESS LAW

Grade: 12 --Credits: .5

Class Size: 20

Business Law course is an introduction that includes the meaning of law, sources of law, administration of enforcement of law and court procedures. It offers an opportunity for students to discuss day-to-day cases as well as study necessary basic information.

110--ECONOMICS

Grade: 12 --Credits: 1

Class Size: 20

This course is designed to provide seniors with the knowledge of how economics plays a vital role in our society. Economics is the social science that deals with how society allocates its scarce resources among its unlimited wants and needs. Students will be able to differentiate between personal and social decisions in the private and public sectors. Concepts that will be covered are fundamental, microeconomic, macroeconomics, and international economic concepts.

114--PERSONAL CAREER MANAGEMENT (required for all seniors)

Grade: 12 --Credits: 1

Class Size: 15-20

This class is a required class for all seniors, which focuses on the role of a citizen, student, family member, consumer and active participant in the world today. Students in this class, as part of the course requirement, would simulate an entire life cycle of financial management beginning with the end of their senior year, and ending in death. These students would begin the year by researching their interests and matching them with careers that they have an interest in. They would then move to the area of researching and planning for colleges/careers/military by properly filling out the necessary forms. Students will then hypothetically immerse themselves in the time period of their life where they will apply for the job (using proper interview techniques, résumés, and cover letters) that they are interested in. Students will then learn to calculate paychecks, budgets, checking accounts, savings, investments, and income tax forms. By the end of the year, the students will hopefully be able to retire because of the knowledge that they have acquired throughout the year.

Speak Effectively Rubric (Primary Implementation)

015--PUBLISHING/YEARBOOK

Grade: 12 --Credits: 1

Class Size: 15

This course is run like a small business. Revenue is generated (selling ads, yearbooks and fundraising) to defer expenses of producing a school yearbook. Students will produce the yearbook using computers, scanners and digital cameras. This course fulfills the fine arts requirement.

ENGLISH COURSES

240—ENGLISH I

Grade: 9 --Credits: 1

This course offers an integrated program with literature as the core subject. Genre, specifically the short story, drama, non-fiction, poetry, and the novel organize the literature section. Components integrated throughout the literature process include critical thinking, writing strategies, grammar, vocabulary, and humanities as well as speaking and listening skills. Outside readings will focus on themes such as multiculturalism, racism, survival, love, and America in retrospect. *Black Like Me*, *To Sir with Love*, *Uncle Tom's Cabin*, *The Good Earth*, *Alive*, *Ethan Frome*, *The Adventures of Huckleberry Fin*, *The Great Gatsby*, and the Shakespearean tragedy of *Romeo and Juliet* are some of the literary works that will be used to illustrate the themes previously mentioned. Writing will be integrated with other disciplines in the curriculum. Computer technology will be incorporated with the writing and research techniques.

Research Effectively Rubric (Primary Implementation)

241—ENGLISH II

Grade: 10 --Credits: 1

This course offers an integrated program with literature as the core subject. Genre, specifically the short story, drama, non-fiction, poetry and the novel organize the literature section. Components integrated through the literature process include critical thinking, writing strategies, reading strategies, grammar, vocabulary, humanities, literature circles, and listening skills. Writing the personal philosophy essay is a focus this year. Readings will focus on themes such as: coming of age, oppression, acceptance, good vs. evil, and many more. Some of the novels/plays that may be read are: *Catcher in the Rye*, *1984*, *The Things They Carried*, *Native Son*, *Julius Caesar*, *Farewell to Arms*, and *The Awakening*. Computer technology will be incorporated with writing and research techniques.

Write Effectively Rubric (Primary Implementation)

242—ENGLISH III

Grade: 11 --Credits: 1

This course offers an American literature component that explores the historical background and the genres of significant American authors. Genre, specifically the short story, drama, non-fiction, poetry and the novel organize the literature section. Components integrated throughout the literature process include critical thinking, reading strategies, writing strategies, grammar, vocabulary, humanities, as well as, oral interpretation, and listening skills. Writing a thesis/theme-based essay is a focus this year. Most of the writing revolves around the relevant themes from the literary selections and varies from journal writings, short essays, to more lengthy and involved compositions. Novels/plays that may be read are: *Cry*, *The Beloved Country*, *The Poisonwood Bible*, *One Flew Over the Cuckoo's Nest*, *Macbeth*, *The Scarlet Letter*, *Their Eyes Were Watching God*, and *For Whom the Bell Tolls*. Computer technology will be incorporated with writing and research techniques.

Read Effectively Rubric (Secondary Implementation)

243—ENGLISH IV

Grade: 12 --Credits: 1

The literature component of this course focuses on British works such as *Beowulf*, *The Canterbury Tales*, the Shakespearean play *Macbeth*, *Jane Eyre*, *Wuthering Heights*, *Oliver Twist*, *1984*, *Lord of the Flies*, *Animal Farm*, *Treasure Island*, *The Power and the Glory*, and *War of the Worlds*. Components integrated throughout the literate process included critical thinking, formal speech, writing strategies (the essay), grammar (usage and mechanics), vocabulary and humanities as well as oral interpretation, formal speech, and listening skills. Most of the writing revolves around relevant themes from the literary selections and varies from short essays to more lengthy and involved compositions. Whenever possible, applied communications will be integrated into the AP curriculum to bolster it. Computer technology will be incorporated with writing and research techniques.

Read Effectively Rubric (Primary Implementation)

248--ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

Grades: 11 --Credits: 1.5

This college course is open enrollment and is for the highest achieving juniors and sophomores. A key focus of this course is to prepare students to take the *AP Language and Composition* exam during the spring of their junior year. Students who score well on this exam can earn college credit. This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. The students will write in a variety of forms—narrative, exploratory, expository, and argumentative—and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. The course purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Imitation exercises, journal keeping, collaborative writing, and in-class responses will be utilized. Areas of study for students include biographers and diarists; autobiographers and history writers; critics, essayists, and fiction writers; journalists, political writers; science and nature writers. Prospective students should seriously consider that this class requires an extensive and significant time commitment. There will be a summer reading and writing assignment to be determined by the instructor.

246--ADVANCED PLACEMENT LITERATURE AND COMPOSITION

Grade: 12 --Credits: 1.5

This college level course is open enrollment for the highest achieving seniors. Students are required to write a variety of papers based on a variety of critical approaches. The major course textbook will be *Perrine's Literature* along with select novels such as *Anna Karenina*, *Siddartha*, *I Know Why the Caged Bird Sings*, *Beloved*, *Galapagos*, *The Power and the Glory*, the Shakespearean play *Macbeth*, *King Lear*, and *Hamlet*, *Doctor Faustus*, *The Odyssey*, *Beowulf*, *Grendel*, and *The Once and Future King*. Critical analysis and poetry explications will also be stressed. Whenever possible, writing will be integrated with other disciplines in the curriculum. Computer technology will be incorporated with writing and research techniques. Seniors enrolled in Senior AP English will be assigned a summer reading to be determined by the instructor. A key focus of this class is to prepare students for the College Board AP Exam. Students who perform well on the AP exam could earn college credits, depending on the policy of the college or university in regards to AP credits.

HEALTH

808-HEALTH

Grade: 9 --Credits: 1

The course is designed to provide the student information concerning the mental, physical, and social aspects of health with a strong emphasis on responsible decision-making. Students will be given information about risky behaviors they should avoid to reduce their risk of exposure to certain types of illnesses, accidents, physical ailments, and other problems. The health program provides current facts in several areas of health: community health, consumer health, environmental health, family health, growth and development, nutritional health, personal health, personal health including mental and emotional aspects, prevention and control of disease and disorders, and substance use and abuse, including the effects of alcoholic drinks, stimulants, and narcotics upon the human system. A message of abstinence from unhealthy behaviors is enforced throughout the curriculum. Ultimately, the health program will provide students with the knowledge for developing life styles that will better assure them of long, healthy, happy, and productive lives – a true picture of health literacy. This course is required for graduation.

Read Effectively Rubric (Secondary Implementation)



MODERN LANGUAGES COURSES

500--FRENCH I

Grades: 9, 10, 11, 12 --Credits: 1

French is a language that broadens your horizons and opens doors to a world of new experiences and opportunities. In French I, students will have the chance to learn about French as their heritage language as well as increase their awareness of the francophone cultures of the world. They will become more familiar with the many contributions that French-speaking people have made in the world of arts, sciences, etc. Students will expand their communications (listening, speaking, writing) and reading skills by drawing from their own experiences through a thematic approach to topics that are part of daily life. Activities are designed to challenge students to think critically and creatively as well as to improve on the fundamental skills of reading, writing, listening, and speaking. Present, future, and past tense verbs are studied to accommodate improved oral and written communication. French will be spoken by the students and teacher to promote fluency and build confidence. This course is designed for students who have followed the core French track.

Write Effectively Rubric (Secondary Implementation)

502--FRENCH II

Grades: 10, 11, 12 --Credits: 1

French II expands on the skills acquired in French I by emphasizing the use of the language as a medium of communication. In French II, students strive for mastery of the present, future, and past tenses. Students utilize the writing processes and strategies for different purposes of writing as well as begin to explore a variety of literary works such as novels, magazines, short stories, and newspapers. French is spoken at all times by the teacher and students. Technology is integrated into the classroom in order to facilitate communication and exposure to different French cultures. An increased awareness and study of French as their heritage language and the customs and culture of the Acadian ancestry of the region is promoted through community service and cultural awareness activities.

Write Effectively Rubric (Secondary Implementation)

504--FRENCH III

Grades: 9, 10, 11, 12 --Credits: 1

This college-level course is for high-achieving students who have successfully completed Grade 8 Advanced (Immersion) French or French II (Core). French III is the first of a two-year sequence whose focus is to prepare students for the College Board AP French Exam which will be taken towards the end of the AP French year. In AP I, students will utilize the writing processes and strategies used for the different purposes of writing as well as explore a wide variety of literary works such as novels, short stories, and magazine and newspaper articles. Appropriate vocabulary is mastered so that students can express themselves in an increasingly sophisticated way. Student conversation is generated through current events, every day life experiences, reading selections and vocabulary study. Students prepare four audiotapes per quarter based on directed-response questions from past AP exams. French is the only language used at all times, in and out of class. A key focus of the class is the review and reinforcement of grammatical knowledge while listening skills are honed by listening to audiotapes, music, radio/television shows, and tape-recorded dialogues. Textbooks used in the AP I classroom are *Une Fois Pour Toutes* and *AP French: Preparing for the Language Examination*.

503--ADVANCED PLACEMENT FRENCH

Grades: 10, 11, 12 --Credits: 1.5

The focus of this course is to prepare students for the College Board AP French Exam. Students who perform well on the AP Exam could earn college credits, depending on the policy of the college or university in regards to AP credits. AP French is designed to generate a genuine desire to achieve complete linguistic proficiency and an exceptional understanding and appreciation of the French-speaking world. To meet the goals and objectives of the course, all four skills -listening, reading, writing and speaking- are emphasized. The course focuses upon the use of language for active communication and helps students develop the following; the ability to understand spoken French in various contexts; a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts and other non technical writings without dependence on a dictionary; and the ability to express themselves coherently, resourcefully, and with fluency and accuracy in both written and spoken French. Students continue to work in the textbooks used in French III. *Une Fois Pour Toutes* and *AP French: Preparing for the Language Examination*.

506--SPANISH I (when instructor is available)

Grades: 9, 10, 11, 12 --Credits: 1

This course is an integrated, interactive approach to language learning whose central goal is communication. Presentation and practice of functional expressions, vocabulary, and grammatical structures are interwoven with cultural information to facilitate learning the language. The diversity of world communities is celebrated while encouraging students to use Spanish for life-long learning. Differing learning modalities are addressed through a variety of communication in Spanish. Spanish I focuses on the fundamental skills of reading, writing, listening, and speaking using a thematic approach to topics that are part of daily life. Activities are designed to challenge students to think critically and creatively.

507--SPANISH II (when instructor is available)

Grades: 10, 11, 12 --Credits: 1

This course continues the integrated interactive approach to language learning that was emphasized in Spanish I. Spanish II reinforces grammatical structures introduced in Spanish I with added emphasis on the mastery of the past tenses. Students continue to develop their communicative skills by drawing from their own experiences. Interdisciplinary learning is stressed through group and individual projects. Authentic materials are used to reinforce the communicative and cultural objectives as well as to extend the students' knowledge of Hispanic customs and cultures.

MATHEMATICS COURSES

603—FUNDAMENTALS OF ALGEBRA

Grade: 9 --Credits: 1

This course is a bridge from 8th grade math to Algebra I. This course prepares students for the real life application of solving equations while working with integers and rational numbers. Hands-on activities will reinforce the application of percents, geometry, probability, ratios, powers and roots and also area and volume.

627--ALGEBRA I

Grade: 9 --Credits: 1

Through hands-on activities students will explore topics such as solving equations and inequalities, graphing points, equations and functions as well as analyzing graphs, powers, and probability. This is a required course for all students.

622--GEOMETRY

Grades: 9, 10, 11, 12 --Credits: 1

Among the topics covered: reasoning and proof, definitions, assumptions, theorems, polygons, parallel lines, triangles, congruent triangle, similar triangles, quadrilaterals, coordinate geometry, distance on coordinate plane, slope formula, area of rectangles and squares, geometric probability, circles, surface area and volume, three dimensional figures, transformational geometry, reflections translation, rotation trigonometric ratios. This course is required for all students.

Solve Problems Effectively Rubric (Primary Implementation)

624--ALGEBRA II

Grades: 10, 11, 12 --Credits: 1

Among the concepts developed in this course are: sets, axioms, open sentences, inequalities, factoring, function, relations, irrational numbers, quadratic equations, graphing, logarithms, trigonometry. This course is recommended for college bound students.

608—PRE-CALCULUS AND TRIGONOMETRY

Grades: 11, 12 --Credits: 1

Among the topics in this course are: numbers, relations, functions, circular functions, trigonometry, applying trigonometry, sequences, series, limits, functions and limits, algebraic functions, exponential and logarithmic functions, vectors, lines, planes, matrices, linear transformation systems of linear equations using matrices, conic sections, graph in three-spaces, introduction of calculus, introduced to probability, topics from Algebra.

610--CALCULUS

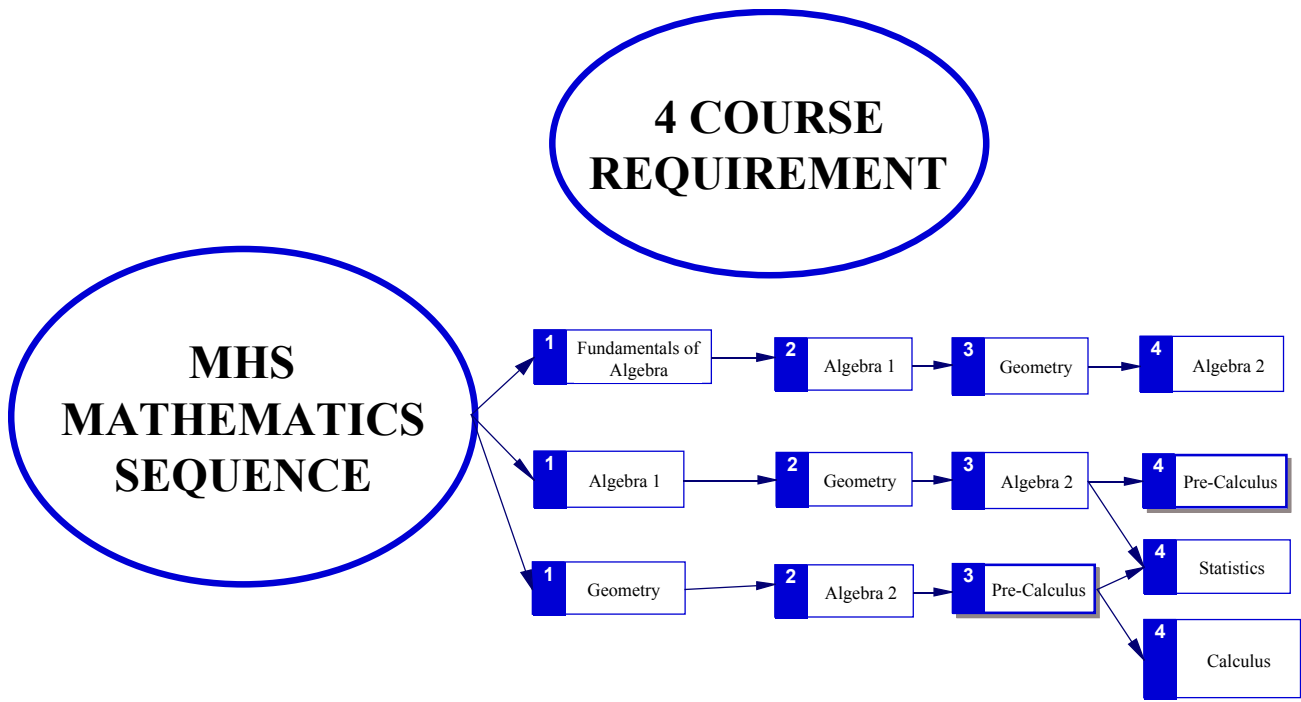
Grade: 12 --Credits: 1

Topics include: review analytic geometry (distance between two points, slope, linear equations, inequalities, absolute value, intervals, conic sections); functions (combining, slope of a curve, derivative, velocity, rate); limits (definitions, theorems, infinity); derivatives (of polynomials and rational functions, chain rule, formulas, continuity); applications (curve sketching, maxima and minima, Rolle's Theorem, Mean Value Theorem); integration (indefinite integral, areas, definite integral, fundamental theorem, trapezoidal rule, formulas); applications (areas between curves, distance, volume); transcendental functions (trigonometric and inverse functions, natural logarithms, exponential function).

614—INTRODUCTION TO STATISTICS

Grades: 11, 12 --Credits: 1

This course is recommended for students who plan to enter such fields as economics, business, education, psychology, biology, and medicine, which now require statistics. Topics included: fundamental ideas of probability, frequency distribution, mean, variance and the standard deviation random variables, probability function, binomial distribution, continuous distribution, random sampling, estimation, and statistical hypotheses.



PHYSICAL EDUCATION COURSES GRADES 9-12

781-9th Grade Physical Education

Early Fall

Orientation
Soccer
Skills
Games

Fall

Indoor Soccer
Skills
Games
Capture the Football
Speed Ball
Skills
Games
Lacrosse
Introduction
Skills
Games
Basketball
Skills
Games
Weight Training
Introduction
Training

Early Winter

Introduction to Skating
Intro to Broomball
Floor Hockey

Winter

Volleyball
Introduction
Skills
Games
Line Dancing
Introduction
Bowling
Introduction

Early Spring

Individual Sports
Shuffle Board
Badminton
Table Tennis
Pickle Ball
Bowling
Aerobics/Pilates

Spring

Physical Fitness Testing
Softball
Skills

781-9th Grade Physical Education (Cont.)

Games
Tennis
Skills
Games

782-10th Grade Physical Education

Early Fall

Orientation
Soccer
Skills
Games
Team Play

Fall

Indoor Soccer
Games
Capture the Football
Speedball
Games
Team Play
Lacrosse
Skills
Games
Basketball
Skills
Games
Weight Training
Training

Early Winter

Skating
Broomball
Floor Hockey

Winter

Volleyball
Skills
Games
Square/Social Dancing
Introduction
Bowling
Team Play

Early Spring

Individual Sports
Shuffle Board
Badminton

782-10th Grade Physical Education (Cont.)

Table Tennis
Pickle Ball
Bowling
Aerobics/Pilates

Spring

Physical Fitness Testing
Softball
Skills
Games
Tennis
Skills
Games

756 & 757 11th and 12th Grade Advanced Physical Education

- Advanced Tennis
- Advanced Volleyball
- Football
- Archery
- Bowling
- Hiking
- Golf
- Cross-Country Skiing
- Intro to Camping
- Kayaking
- Mountain Climbing
- Racquetball
- Skating
- Snowshoeing
- Swimming
- Wall Climbing
- Ultimate Frisbee

Read Effectively Rubric (Primary Implementation)

754--ADAPTIVE PHYSICAL EDUCATION

Grades: 9, 10, 11, 12 --Credits: 1

This is an individualized education program. Enrollment will be by recommendation of the Pupil Evaluation Team. Skills will be developed in an Individual Education Plan (I.E.P.).

756--ADVANCED PHYSICAL EDUCATION I

Grades: 11, 12 --Credits: 1

Class Size: 15

This course will offer activities above and beyond the regular physical education program. Students taking this course must have met all their physical education requirements. Emphasis will be on fitness, life skills, and outdoor recreation. A lab fee of \$25.00 will be charged each student for the use of the Edmundston Sports Complex.

757--ADVANCED PHYSICAL EDUCATION II

Grades: 11, 12 --Credits: 1

Class Size: 15

This course will continue to offer activities above and beyond the Advanced Physical Education program. Students taking this course must have met all their physical education requirements and have taken Advanced Physical Education I. Emphasis will continue to be on fitness, life skills, and outdoor recreation. A lab fee of \$25.00 will be charged each student for the use of the Edmundston Sports Complex.

SCIENCE COURSES

801--PHYSICAL SCIENCE

Grade: 9 (Level 1)--Credits: 1

This course covers the basic concepts of physics and earth science and represents the first in a sequence of three courses meant to cover the Learning Results. Requiring concurrent enrollment in Algebra I or higher, the class introduces motion, heat, energy, the structure of matter, electricity and magnetism, and waves in the first 2/3's of the year and finishes with elements of earth science, weather, climate, and astronomy. Lab work, hands-on, and inquiry based activities complement the use of technology to give students a solid foundation in problem solving and the scientific method. Due to the substantial math content involved, freshman not enrolled in Algebra I or Geometry will take the Intro. To Biology class and later enroll in Physical Science as sophomores, unless otherwise recommended by their 8th grade teachers.

Solve Problems Effectively Rubric (Primary Implementation)

803--INTRODUCTION TO BIOLOGY

Grade: 10 --Credits: 1

Class Size: 15

This full year course covers the fundamental high school biology concepts in a selective yet comprehensive format. One of the main goals of this course is to enable students to become scientifically literate citizens. Students will be involved with lab activities bi-weekly, group work, and class projects. Students will be placed in this course on the recommendations of their previous science teachers and the guidance counselor.

Read Effectively Rubric (Secondary Implementation)

832--MODERN BIOLOGY

Grade: 10 --Credits: 1.5

Because the range of knowledge concerning life is so vast, the focus of study throughout the school year will be to consider the unifying principles and gain a general understanding of the life process and a heightened appreciation for life itself. From these initial understandings, the progression from the cell to unicellular organism, to plants and animals, and finally to man will come naturally. Culminating the course, the student should be aware of interrelationships of living things and their environmental adaptations, and have a clear comprehension of the significance and importance of life to human welfare. The course moves into reproduction and genetics. From there, it moves to evolution and then into classification, thus providing a basic structure of biological principles on which to build further concepts and facts.

Read Effectively Rubric (Secondary Implementation)

826-MODERN CHEMISTRY

Grades: 11, 12 --Credits: 1.5

The full year Modern Chemistry program begins with a study of matter and measurement. A detailed investigation of atomic structure and the periodicity of elements is followed by a study of chemical formulas and equations. The phases of matter are explored with an emphasis on the behavior of gases. For those students who do not plan to go beyond this course in science, there is enough emphasis on stoichiometry and safe lab technique for a complete and thorough program.

Solve Problems Effectively Rubric (Secondary Implementation)

898-ADVANCED CHEMISTRY w/Lab

Grade: 12 --Credits: .75 (one semester)

This is a course for the college preparatory student who plans to go into a science or health related field of study. The program starts with a review of Modern Chemistry and continues with a deeper study of pH and chemical equilibrium. Other areas of study include colligative properties, acids & bases, electrochemistry, nuclear chemistry, and an introduction to organic chemistry. This is chemistry, part 2.

888--ANATOMY & PHYSIOLOGY w/Lab

Grades: 11, 12 --Credits: .75 (one semester)

Anatomy is the branch of science that deals with the structure (morphology) of body parts—their forms and how they are organized. Physiology is the study of the functions of body parts—what they do and how they do it. Main topics in the course include: Levels of Organization, Support and Movement, Integration and Coordination, Transport, Absorption and Excretion, and the Human Life Cycle.

829--MODERN PHYSICS

Grades: 11, 12 --Credits: 1.5

The objective of this course is to prepare students for the rigors of a college science course. This is accomplished by increasing the student's objective knowledge of matter, energy, motion, heat, work, sound, and electricity. This is accomplished by student participation in laboratory experiments, lectures and problem-solving sessions. The laboratory exercises are designed to challenge the students to discover the interrelationship among the various areas. Also, the laboratory experiments give the student practice to develop the capacity to observe, to manipulate various apparatus, and to prepare accurate laboratory reports. The lectures for students are prepared so that they tend to arouse interest in their physical environment. Homework problems and group sessions for students tend to sharpen their mathematical skills.

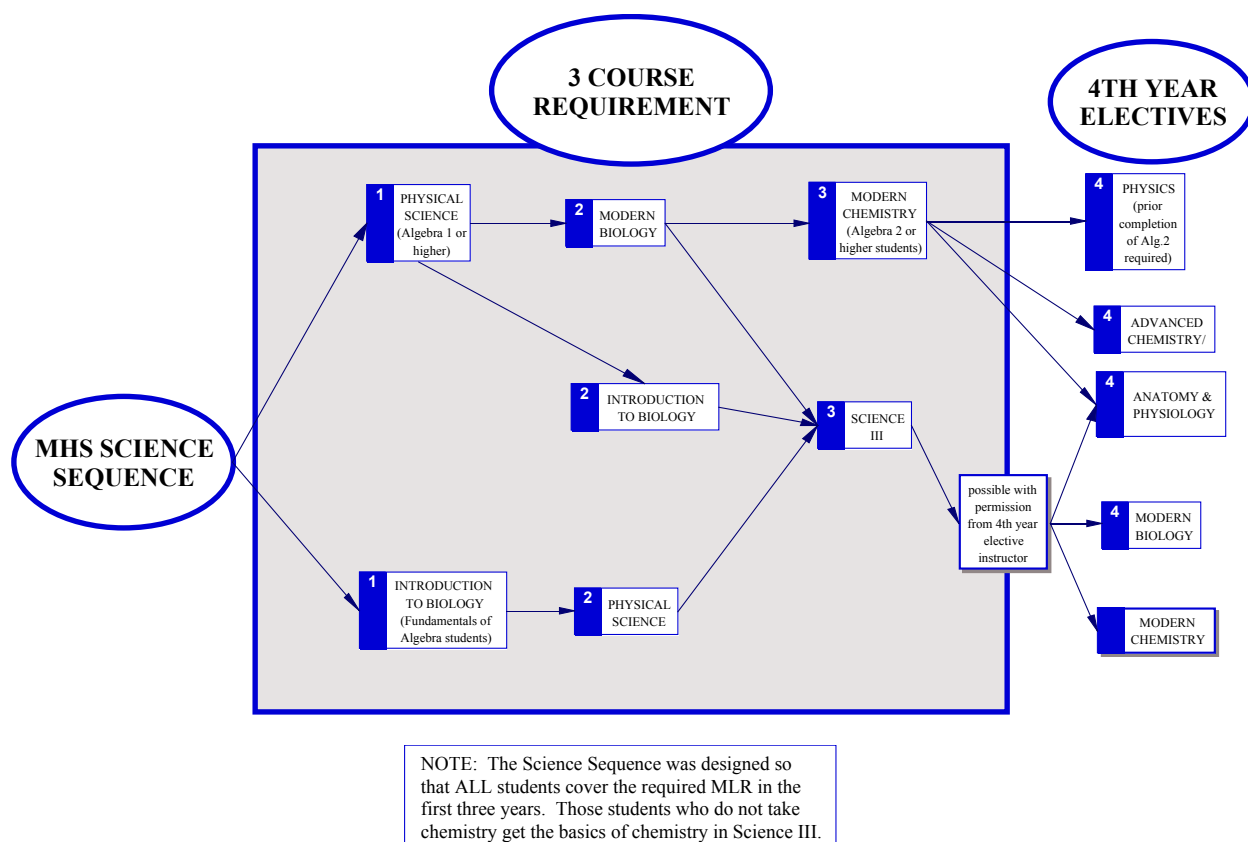
Solve Problems Effectively Rubric (Secondary Implementation)

836--SCIENCE III

Grades: 11, 12 --Credits: 1

This is a full year course designed for students not taking more intense electives in Chemistry or Physics to fulfill their third year of science. Flexible by design, Science III will allow individuals to decide on topics in science and technology that interest them. Each student will choose 4 or 5 such areas over the course of the year, research them thoroughly, and may give presentations to the class, write reports, take a written exam, or even design their own engineering project as part of a comprehensive assessment plan. Some areas of interest may include, but are not limited to, astronomy, engineering, ecology, genetics, oceanography, weather and climate, geology, forestry, pulp and paper, medicine, nuclear power, archaeology, human evolution, computer programming, etc. Topics will be tied to the Maine Learning Results.

Solve Problems Effectively Rubric (Secondary Implementation)



SOCIAL STUDIES COURSES

901--GLOBAL STUDIES

Grade: 9 --Credits: 1

This is a full year course, which provides a general survey of human developments from the dawn of civilization to the present day. Major events, notable personalities, and accomplishments of the various areas and countries of the world will be explored as a means of broadening and enhancing students' understanding of the world we live in. The five themes of geography – movement, location, regions, interaction and character – will also be explored as they relate to each unit of study. This course is required of all freshmen.

Write Effectively Rubric (Primary Implementation)

903--PSYCHOLOGY

Grades: 11, 12 --Credits: 1

This full year course surveys this behavioral science, by studying how the mind and body work together to produce thoughts and actions. Course topics include perception, thought, learning, intelligence, creativity, growing up, emotions, consciousness, dreaming, identity, personality, heredity, environment, abnormal behavior, mental health, interpersonal communications, social behavior, and personal space. The course involves reading, discussion, and research, to acquire a basic knowledge to specific situations, clinical situations, and social problems.

Research Effectively Rubric (Secondary Implementation)

904--SOCIOLOGY

Grade: 12 --Credits: 1

This is a full year course dealing with the study of group behavior. The course is designed to provide an understanding of our social institutions, their problems and relevance to our society. Problems relating to family life, crime, social adjustment and culture in general are areas dealt with. The course is survey type with much emphasis upon directed class discussion.

Write Effectively Rubric (Secondary Implementation)

905--UNITED STATES HISTORY

Grade: 11 --Credits: 1

Early exploration to the Civil War is surveyed. Concentrated study starts with the Reconstruction Period (1865) on through to Industrialization and Reform, the labor movement, the emergence of the United States as a world power and contemporary history. This course is required of juniors who do not take AP US History.

918--ADVANCED PLACEMENT UNITED STATES HISTORY

Grades: 11, 12 --Credits: 1.5

This college level full year course is available to the highest achieving juniors. Advanced Placement U.S. History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in American History.

The demands upon the student should equip them to deal with intermediate and advanced college courses. Students will learn to assess historical materials--their relevance to a given interpretive problem, their reliability, and their importance--to weigh the evidence presented in historical scholarship. In addition, students will be required to analyze and interpret primary sources, including documentary materials, maps, statistical tables, and pictorial and graphic evidence of historical events. Students will learn to take notes from printed materials and lectures or discussions, and to write essay examinations and analytical and research papers. They should be able to express themselves with clarity and precision and know how to cite sources and credit the writing and ideas of others. Students who perform well on the AP exam could earn college credits, depending on the policy of the college or university in regards to AP credits.

914—AMERICAN GOVERNMENT

Grade: 10 --Credits: 1

This is a full year course, which is mandatory of all sophomores. It will examine the foundations of American constitutional government, contemporary government, and government at the three basic levels (local, state, and federal). Qualities of citizenship, the political process, and the methods in which governments take in and allocate money will also be of primary focus throughout the course.

Speak Effectively Rubric (Primary Implementation)

083— THE COMMUNITY: STUDIES, RELATIONS, & INTEGRATION

Grades: 10, 11, 12 --Credits: 1 per year

Class Size: 15

The primary focus and emphasis of this course will expose the student to the social science of community-based relations, studies and integration. Students will be taught proper methods and techniques for working with the community, integrating the school into the community and the community into the school, and incorporating the community into a school based program for community informational systems. Stressed areas will be how to use public communications as a tool for community public relations, information and entertainment. A by-product of this course will expose students to:

- The current and modern methods of television broadcasting through a Public Access Television format.
- The student will also become proficient in the operation of all equipment utilized in the news broadcast field.
- The student will learn to program, the importance of planning ahead, and how to schedule emergency events into the regular course of action as dictated by community events, etc.

The catalyst behind this course is to incorporate the social/academic aspects of local government through community-based relations, community studies, and community integration to the end production of Channel 16, either the news, special event coverage, or local programming/local meetings and entertainment. The student will be expected to spend reasonable time outside of class covering events as they occur.

Note:

- This course is assigned as a Social Studies credited course.
- This course may be used for a Fine Arts credit, if so approved by the guidance director and school principal.
- This course may not be used for an English credit.

Speak Effectively Rubric (Secondary Implementation)

915--CURRENT EVENTS

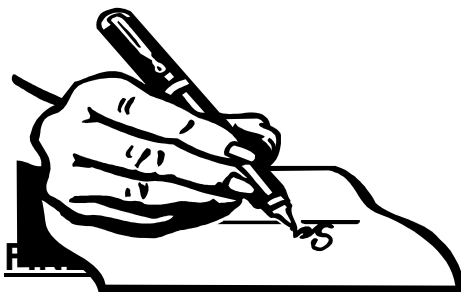
Grades: 11, 12 --Credits: .5 (one semester)

This is a semester long elective course which will investigate and analyze current political and social issues of the day. The issues that affect our lives on a local, state, national, and global level will be examined using periodical literature, daily newspapers and internet technologies. The students will be trained in critical analysis, identifying cause and effect patterns, as well as predicting outcomes based on knowledge of the issues under scrutiny. This is an elective course available to juniors and seniors.

917--COLD WAR

Grades: 11, 12 --Credits: .5 (one semester)

This course will focus on the beginning of the Cold War, the Cold War in America, the Cold War turns hot (Korean War and Vietnam War), the Cuban Missile Crisis, and the fall of the Berlin Wall in 1989. Students will study this important era through the use of historical documents, videotapes, the writing of reaction papers, projects, and class discussions. This is an elective course available to juniors and seniors.



State law presently requires 1 credit in fine arts for graduation. It is your responsibility to select one credit from the courses below to fulfill that graduation requirement.

011--CREATIVE WRITING

Grades: 9, 10, 11, 12 --Credits: 1

Class Size: 15

This is a full year course in which the students will explore and experience the writing processes and strategies used for the different purposes of writing. Students will learn to use writing to think critically and to communicate effectively. Along with teacher-generated lessons, the students will be required to create and craft their own pieces of writing for the different genres of writing that are studied. They will also be required to participate in group conferencing and develop a writing portfolio. This course includes free writing, nature writing, descriptive writing, interviewing, poetry, and short story writing. Ample opportunity for practice is provided, with most of the writing being completed in the computer lab.

013--THEATER

Grades: 9, 10, 11, 12 --Credits: 1

This course is offered on a full year basis. It is designed to give a broad knowledge of theater and speech. The course will begin with an introduction to the history of theater. Playwriting techniques and applications, stagecraft, make-up and costuming, improvisational games, acting styles, and characterizations will follow. Class instruction will be augmented with videotapes, guest speakers, and field trips. Performances will include one (1) major production at midyear and student-written and directed sketches at the end of the year. Students are required to attend evening practices and performances as part of this course.

083— THE COMMUNITY: STUDIES, RELATIONS, & INTEGRATION

Grades: 10, 11, 12 --Credits: 1 per year

Class Size: 15

This primary focus and emphasis of this course will expose the student to the social science of community-based relations, studies and integration. Students will be taught proper methods and techniques for working with the community, integrating the school into the community and the community into the school, and incorporating the community into a school based program for community informational systems. Stressed areas will be how to use public communications as a tool for community public relations, information and entertainment. A by-product of this course will expose students to:

- The current and modern methods of television broadcasting through a Public Access Television format.
- The student will also become proficient in the operation of all equipment utilized in the news broadcast field.
- The student will learn to program, the importance of planning ahead, and how to schedule emergency events into the regular course of action as dictated by community events, etc.

The catalyst behind this course is to incorporate the social/academic aspects of local government through community-based relations, community studies, and community integration to the end production of Channel 16, either the news, special event coverage, or local programming/local meetings and entertainment. The student will be expected to spend reasonable time outside of class covering events as they occur.

Note:

- This course is assigned as a Social Studies credited course.
- This course may be used for a Fine Arts credit, if so approved by the guidance director and school principal.
- This course may not be used for an English credit.

Speak Effectively Rubric (Secondary Implementation)

MUSIC COURSES

014--BAND

Grades: 9, 10, 11, 12

Credits: One credit will be given to the student who enrolls and completes a full year of band. If a student takes four years of Band (8 semesters), this will satisfy their Fine Arts requirements. Should a student enroll for less than four years of band, he/she will be required to take one fine arts course (1 credit).

The High School Band is a comprehensive course in instrumental music, when taken in a four year unbroken sequence, is designed to give the student a full spectrum of musical and social experience fostered by such an organization.

The student will:

1. Learn the social skills necessary for participation in band
2. Develop a greater sense of responsibility to the group
3. Develop the technical skills necessary to be a productive member of the band
4. Develop a greater knowledge of and appreciation for the aesthetics of music
5. Develop school pride and spirit through participation in all scheduled parades and concerts and Pep Band.

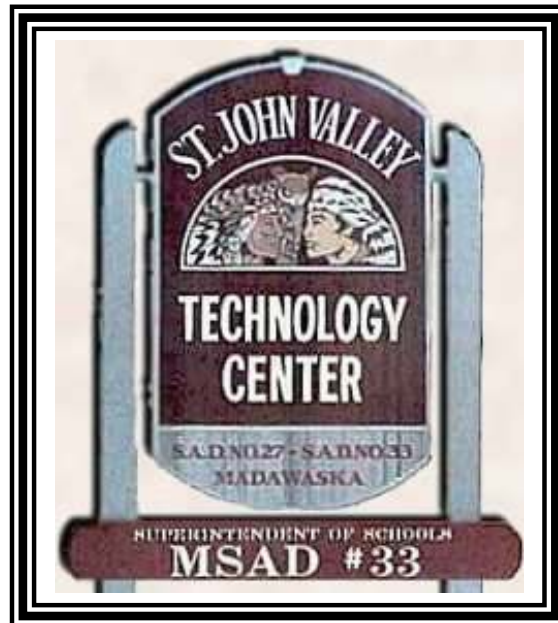
At the beginning of each school year, the students are auditioned for seating and evaluation purposes. Students are expected to practice their music selections for homework.



St. John Valley

Technology Center

Course Descriptions



AUTOMOTIVE TECHNOLOGY I & II

**Full Year
(4 Credits)**

Mr. J. Chris Haskins

I - Juniors - PM / II -Seniors - AM

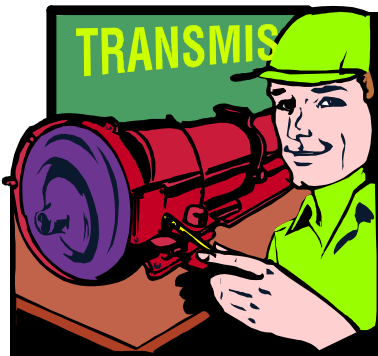
This is a two-year program that takes students through their 11th and 12th grades. Students will learn the basic skills required to work safely and efficiently in a modern automotive repair facility. They will be taught all areas of automotive repair with emphasis on the areas to which the school is currently certified. Students will be prepared for first year community college, or as an entry-level technician, along with the knowledge and skills to pass the ASE (National Institute for Automotive Service Excellence) Certification Exams.

In the first year of our program we will learn Hardware & Measuring, Hand Tools & Equipment, and Oxy-Acetylene torch use. We will finish the last half of the year studying Electrical/Electronic Systems.

In the second year, we will cover Heating & Air-Conditioning, Engine Repair, Engine Performance, Manual Drivetrain & Axles, Automatic Transmission and Tranaxles, Brakes, Steering & Suspension, and Employment Skills & Possibilities.

Pre-requisite: Automotive Tech I must be completed before entry into the Auto Tech II program.

NOTE: Both Auto Tech I & II students utilize the All DATA System for quick look up of specifications and procedures to repair and troubleshoot early and late model vehicles, both foreign and domestic.



CARPENTRY I & II

*Full Year
(4 Credits)*

I - Juniors - PM / Seniors - AM

This is an instructional program designed to provide individuals with hands-on experiences in residential construction.

First year students will receive safety instruction on the use of hand and power tools, followed by instructions on floor, wall and roof framing. Different sidings and types of roofing will be introduced. Students will learn how to use hand and power tools, to lay out, fabricate, install, and repair wooden structures and fixtures. Students will learn about construction materials, estimating, scale drawing, and blueprint reading.

Second year students will receive instruction on interior and exterior finishing. This will include trim work, moldings, cabinet work, and the installation of doors and windows. Sheet work and other interior wall finishing will be covered as well. Students will be expected to design and construct a variety of projects in response to local demands/needs. Community service projects may be included to provide on-the-job training. Senior students may also participate in the Unpaid Internship Program.

After successful completion of this program, a student will possess the skills and knowledge needed for an entry level position in the residential construction or to continue his/her education at the post-secondary level.

Prerequisites: Carpentry I must be completed before entry into the Carpentry II program.

Job Opportunities include: Carpenter, helper/laborer, cabinet maker, hardware store clerk, construction worker, and yardman at a lumber mill.



COMPUTER TECHNICIAN PREP I & II

**Full Year
(4 Credits)**

Mr. Vince Sirois

I Juniors - PM / Seniors - AM

If you have ever considered a future in computer technology, this is an opportunity you shouldn't overlook! Similar training elsewhere can cost thousands of dollars. You will rotate through various learning modules at your own pace. All instruction is completely individualized.

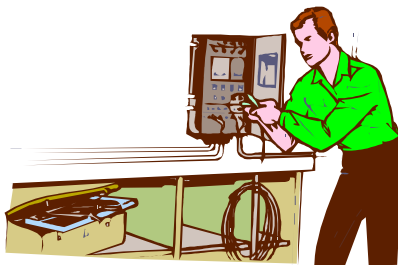
- 'Virtual' PC troubleshooting - In simulation exercises, you will solve problems as a support technician. Problems range from a faulty mouse to a damaged motherboard, from a missing operation system files to incorrect video drivers.
- Computer Assembly & Upgrade - This module includes textbook theory and hands-on practical work assembling, upgrading, and customizing computers.
- Network Configuration – Computer simulating and networking hardware are used to explore the concepts and practical applications of computer networks.
- Additional training available in game design, systems security, robotics, and CADD.
- A+ Theory Support - This is the additional theory support to prepare you for the latest CompTIA A+ exams, such as A+ Essentials, IT Technician, Remote Support Technician, and Dept Technician exams.

Upon successful completion of these modules, you can elect to take the A+ Certification exam at an authorized testing center. A+ Certification is a Comp TIA-sponsored testing program that certifies the competency of entry-level computer service technicians.

Prerequisites for CTP I: Guidance counselor recommendation.

Prerequisites for CTP II: Successful completion of CTP I (or equivalent).

Job Opportunities include: Enterprise IT coordinator, help desk technician, system builder, system integrator, computer store technician, system sales person, systems analyst, or network security administrator.



EARLY CHILDHOOD OCCUPATIONS I & II

*Full Year
(4 Credits)*

Mrs. Pam Caron

I - Juniors - PM / II - Seniors - AM

ECO I acquaints students with the latest ideas and theories concerning child development from conception through the school age years. Students will be able to demonstrate knowledge of typical and atypical growth and development from birth to age 8, describe the influence of early experiences on brain development, analyze trends that affect families and communities today and evaluate methods of child observation, among other skills gained. Students will operate a live playgroup setting, creating lesson plans and age appropriate activities.

ECO II provides students with a more in-depth study of child development. Students learn how to use formal and informal assessments to determine skills, interests, temperament, and learning styles of individual children. Students also gain an understanding of NAEYC developmentally appropriate practice, and explore how young children gain mathematical competence and scientific knowledge among other approaches to learning. Business management practices and career opportunities are also explored in this half of the program along with participation in internships.

Prerequisite: ECO I

COLLEGE LINKS

Through a dual-enrollment agreement with Northern Maine Community College, students can earn eight transferable college credits upon completion of ECOII, for the following courses:

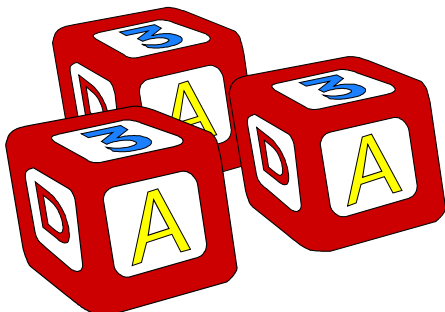
ECO 101 Health Learning Environments for Children (3 credits)

ECO 105 Advancing Intellectual and Social Development in the Young Child
(3 credits)

ECO 101 Field Experience in Early Childhood Education I (2 credits)

In addition, through an articulation agreement with Northern Maine Community College, students can earn 3 non-transferable college credits in ENG 111 English Composition.

Career Possibilities: Early Interventionist, Developmental Therapist, Pre-school Teacher, Child-care Provider, Infant Mental Health Specialist, Child Psychologist, Family Support Worker, Parent/Nanny, Speech Therapist, Elementary Education Teacher, Social Worker, Children's Author, Business Manager.



HEALTH OCCUPATIONS I & II

*Full Year
(4 Credits)*

Mrs. Marie May Chasse
I - Juniors - PM / II - Seniors - AM

Health Occupations I This program is designed to acquaint the student with the health field. A basic understanding of body structure and function, medical terminology, and human growth and development is acquired. Principles of safety and emergency care will be taught, and it is possible to earn an American Heart Association (AHA) CPR Certification and a Certificate in American Red Cross (ARC) Community First Aid and Safety. Interpersonal relationships and career goals are stressed. Diseases and methods of diagnosis and treatment are observed and discussed. Students practice their skills at a clinical site during the second semester.

The Nursing Assistant Course is the primary focus of the Health Occupations I Program. This program includes instruction in nursing assistant skills that are developed in the classroom then practiced in a supervised clinical site. Upon successful completion of the program and passing of the State of Maine Exam, students will receive Maine State Certification as a Nurse Assistant and will be able to work in a nursing home or hospital, ensuring the students excellent employment opportunities at a good rate of pay.

Health Occupations II encompasses a variety of specialized curriculums in the field of *physical therapy, dentistry, radiology, medical office practice, E.M.T.*, and more. The program is modular in structure, enabling the student to work at an accelerated pace. It is possible to earn an American Red Cross Certification in Animal First Aid & CPR and all are re-certified in adult, child, and infant AHA BLS CPR. This program builds on Health Occupations I.

Enrollment is open to both males and females and is limited to 12 per session. Students interested in specialized curriculum will be interviewed. A complete physical is required; it will state that the student is in good health and able to do CNA work. Students will need proof of immunizations. A prerequisite to these programs is Biology.

Health Occupations students also participate in Health Occupation Students of America (HOSA), a student organization aimed at developing performance skills, leadership skills, and citizenship abilities as an integral part of the Health Occupations program. Students are invited to compete at the state level.

NOTE: *To highly motivated students who have had or are taking Anatomy or Human Physiology, it is possible to acquire a CNA certificate on an every-other-day basis.*

Prerequisite: Biology

Job Opportunities include: Certified Nurse's Aide (CNA), Dietary Aide, X-Ray Technician, Activity Aide, Medical Records Aide, Dentist, Dental Assistant, RN, Pediatrician, etc.

WELDING I & II

*Full Year
(3-4 Credits)*

Mr. Richard Taggett

I - Juniors - PM / II - Seniors - AM

Welding I In this program, students will be introduced to the welding field through hands on experiences in beginning Shielded Metal Arc Welding (SMAW) using E6010, E6011, and E6013 electrodes. Oxy-fuel welding, cutting, and brazing are also part of this program, as are weld joint identification, blueprint reading, sketching, and metal identification.

Welding II This program is offered to seniors who have completed Welding I, or who can demonstrate all aspects discussed in Welding I. The program consists of advanced Shielded Metal Arc Welding (SMAW) in all positions, using E6010, E7018, and E11018 electrodes. Gas Metal Arc Welding (GMAW), will also be taught, using both solid and flux cored wires. Gas Tungsten Arc Welding (GTAW) of ferrous and non-ferrous metals will also be covered. Practicing safe work habits will be an integral part of the two-year program. This program will prepare students for entry level into the work force.

By the end of the second year of training, students should be able to pass the American Welding Society (AWS) Structural Exam. Further education at the post-secondary level in welding can follow this two-year program.

Job Opportunities Include: Steel Building Erecting, Heavy Metal Fabricator, Light Gauge & Sheet Metal Welding, Mechanical Repair, Pipe Fitting & Welding, entry level employment in production plants, paper mills, machine shops, shipyards, and apprenticeship programs.



JOBS FOR MAINE'S GRADUATES (JMG)

Opportunity Awareness Program (OAP)

Mrs. Tammie Lerman

Sophomores, Juniors and Seniors

Full Year

(2 credits)

STW Course Description...JMG's School-to-Work Program assists 12th grade students in graduating from high school and prepares them for the world of work. Through a 37 competency-based curriculum, students gain basic skills, such as resume and cover letter writing, and gain significant insight into career development, job attainment and retention. Aside from the class tasks, students will also be asked to actively participate in community services.

After graduation the JMG Specialist will follow-up with all the students for twelve months to assure that they receive a positive outcome (full-time job, technical school or college enrollment, part-time job, etc.).

The School to Work Pathway Program prepares seniors to successfully transition into the work force. The program's curriculum is based around career exploration, job attainment, and job survival. Some of the competencies are attained through an actual hands-on "unpaid internship or on the job training."

Students will learn how to write powerful resumes and cover letters to better their chances of getting a job or proceeding to a higher level of education. Aside from in class tasks, the students will be asked to actively participate in community services.

After graduation, the Job Specialist will follow-up all of the school to work students for 12 months to make sure that they achieve a positive outcome (full-time jobs, technical school, college, military service, part-time job, etc.)

Multi-Year Program Description...JMG's Multi-Year program gives 10th and 11th grade students a chance to better themselves in a variety of ways. It is the goal of the Multi-Year program to make sure that all students are passing their core curriculum courses, and that those students actively involve themselves in community service, social events, career and leadership development.

A Pathway to Choices...for sophomores and juniors to explore and discover personal and occupational awareness through a program that:

- Stresses Drop Out Prevention
- Improves Academic Performance
- Focuses on a Life Skills Curriculum
 - Decision Making
 - Team Building
 - Conflict Resolution
 - Career Exploration

EXTENDED LEARNING SECTION



**MADAWASKA HIGH SCHOOL
2008-2009 EXTENDED LEARNING PROGRAM**

NAME _____

ADDRESS _____ **PHONE** _____

PARENT'S NAME _____

SCHOOL NOW ATTENDING _____ **LAST GRADE COMPLETED** _____

The extended learning program may be offered during the summer. The following subjects may be offered: English, Math, or Social Studies. A student must spend forty-five (45) hours in class to earn 1/2 credit. A student can earn 1 credit by attending two sessions. Madawaska High School students may only take English, Social Studies, and Math courses for make-up.

	CREDITS NEEDED	SESSION ATTENDING (1, 2, or both)
ENGLISH	_____	_____
SOCIAL STUDIES	_____	_____
MATH	_____	_____

DATES: To be announced

FEES:

Tuition for Madawaska High School students is \$75.00 for one session and \$100.00 for two sessions. The fee for non-residents is \$100.00 for one session and \$150.00 for two sessions.

SUMMER SCHOOL PROGRAM

It is the declared policy of the school committee to provide and encourage summer school educational opportunities for students. These educational opportunities will be remedial, make-up, or enrichment courses. The committee shall seek to take advantage of all state and federal funding and available local resources to provide a summer school program.

The administration of the summer school program shall be coordinated by the building principal under the direction of the superintendent, and shall be in compliance with 20A MRSA Chapter 317.

Each principal shall develop appropriate fee and class schedules on an annual basis and shall notify students and parents thereof.

All students must pay the appropriate fees prior to or on the first day of summer school. The principal may make provisions for parents to pay the fee in monthly installments. Hardship cases may be appealed to the principal.

Procedures: Hardship Cases

The Principal shall be responsible for acting on each application. He/she may provide a work/study opportunity, waive, reduce or deny the application as deemed appropriate in each case. The principal will consult with the Superintendent of Schools before rendering a decision.

Adopted: January 21, 1993
LEGAL REF.: MRSA 20A: 317

2009-2010
Freshman Class
Course Request Form

All students are required to select a minimum of 7 credits per year.

<u>Course Name & Course Number</u>	<u>Credits</u>
1. English I (240)	___ 1 ___
2. Global Studies (901)	___ 1 ___
3. Physical Science (801) or Intro. to Biology (803)	___ 1 ___
4. Algebra 1 (627), Fundamentals of Algebra (603) or Geometry (622) <i>Circle one</i>	___ 1 ___
5. Physical Education I (781)	___ 1 ___
6. Health (808)	___ 1 ___
7. Computer Applications (116) <i>Recommended</i>	___ 1 ___
8. _____	_____
TOTAL CREDITS	_____

Signatures:

Student: _____

Parent: _____

Administrator: _____

Date: _____

2009-2010
Sophomore Class
Course Request Form

All students are required to select a minimum of 7 credits per year.

<u>Course Name & Course Number</u>	<u>Credits</u>
9. English II (241)	__ 1 __
10. American Government (914)	__ 1 __
11. Modern Biology (832) or Intro. to Biology (803) or Physical Science (801)	_____
12. Geometry (622), Algebra I (627), or Algebra II (624)	__ 1 __
Circle One	
13. Physical Education II (782)	__ 1 __
14. French (500), (502) or (504)	<i>Recommended</i> __ 1 __
15. _____	_____
16. _____	_____
TOTAL CREDITS	_____

Signatures:

Student: _____

Parent: _____

Administrator: _____

Date: _____

2009-2010
Junior Class
Course Request Form

All students are required to select a minimum of 7 credits per year.

<u>Course Name & Course Number</u>	<u>Credits</u>
17. English III (242) or AP English III (248)	_____
18. U.S. History (905) or AP U.S. History (918)	_____
19. Math (<i>See your math teacher</i>)	__ 1 __
20. _____	_____
21. _____	_____
22. _____	_____
23. _____	_____
24. _____	_____
TOTAL CREDITS	_____

Signatures:

Student: _____

Parent: _____

Administrator: _____

Date: _____

2009-2010
Senior Class
Course Request Form

All students are required to select a minimum of 7 credits per year.

<u>Course Name & Course Number</u>	<u>Credits</u>
25. English IV (243) or AP English IV (246)	_____
26. Personal Career Management (114)_____	__ 1 __
27. Algebra II (624), Pre-Calculus (608) Calculus (610), Intro to Statistics (614) <i>Circle One</i>	__ 1 __
28. _____	_____
29. _____	_____
30. _____	_____
31. _____	_____
32. _____	_____
TOTAL CREDITS	_____

Signatures:

Student: _____

Parent: _____

Administrator: _____

Date: _____